

**From:** Tranel, Daniel  
**Sent:** Sunday, January 30, 2011 5:26 PM  
**To:** Nopoulos, Peggy  
**Subject:** RE: recruits

Peg, please see below; please share this with the Committee. Thanks! You did a great job rounding up this crop, and we have an even better crew coming in a month. Well done and many thanks! Dan

Peg and members of the Admissions Committee:

Here is my take on the 7 applicants from this past weekend:

[REDACTED]: stellar, I will nominate for Presidential. Our p-value for matriculating him is extremely low; he is headed elsewhere.

[REDACTED]: Solid, should offer admission.

[REDACTED]: Solid, should offer admission. I doubt we will matriculate her.

[REDACTED]: Solid, should offer admission.

James Holmes: Do NOT offer admission under any circumstances.

[REDACTED]: Probably fine; smart and well spoken. I have mixed feelings about him. Cognitive. Not sure.

[REDACTED]: Solid, not spectacular. He is bound and determined to work with me, and I don't really want any more students. So I'm not sure. Maybe he can be convinced to work with someone else. P value for coming here if admitted is very high—I doubt he will go anywhere else.

Thanks. Dan

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**From:** Blumberg, Mark S  
**Sent:** Tuesday, February 01, 2011 10:49 AM  
**To:** Nopoulos, Peggy  
**Cc:** Weiner, Joshua  
**Subject:** Re: Dan Tranel's ratings

Hi, Peggy,

Right now it looks unlikely that I will be able to make the meeting today. Sorry. Here are my impressions of the three students whom I interviewed:

██████████: He seemed fine. The conversation was a bit forced since he didn't really know what to ask. I can support admission, but he has a lot of developing to do.

James Holmes: I agree with Dan. Don't admit.

██████████: I was impressed. Very mature and very well prepared. Asked great questions. Intellectually engaged. Admit!

Best,  
Mark

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Mark S. Blumberg, Ph.D.  
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Name	Initial Action
[REDACTED]	1/28 Offered
[REDACTED]	1/28 Offered
[REDACTED]	2/25
[REDACTED]	2/25
Holmes, James	1/28 No Offer
[REDACTED]	1/28 Offered
[REDACTED]	
[REDACTED]	2/25
[REDACTED]	2/25
[REDACTED]	3/4
[REDACTED]	2/25
[REDACTED]	3/4
[REDACTED]	2/25
[REDACTED]	2/25
[REDACTED]	2/25
[REDACTED]	2/25
[REDACTED]	2/25 HOLD
[REDACTED]	Offered spot
[REDACTED]	2/25
[REDACTED]	2/25
[REDACTED]	2/25
[REDACTED]	3/4
[REDACTED]	Offered

**Neuroscience****Holmes, James**

Applying for Admission: 2011-2012  
 Applicant ID#: 3325  
 Applying As: New  
 Submitted: 10/14/2010 4:20:24 PM

**PERSONAL DATA**

Gender: Male  
 SSN:  
 DOB: 12/13/1987  
 Nationality: U.S. Citizen  
 Country: United States of America  
 Ethnicity: White, not Hispanic/Latino(a) origin

**CONTACT INFO**

Email: james.holmes@email.ucr.edu  
 Mobile:  
 Work  
 Residence:

**Residing Address**

Line 1: 13310 Sperren Ave  
 Line 2:  
 City: San Diego  
 State: CA 92129  
 Country: United States of America

**Permanent Address**

Line 1  
 Line 2:  
 City:  
 State:  
 Country:

**TEST RESULTS****GRE**

Has taken the GRE  
 Date: 09/18/2009

Registration Number:

Score Percentile

V: 710 98

Q: 800 94

AW: 4.0 45

GRE Subject Test

Date:

Registration Number:

Test:

Score:

**TOEFL**

Date:

Type:

Listening score:

Writing score:

Reading score:

Speaking score (if applicable):

Total:

**MCAT**

Date:

Verbal Reasoning:

Physical Sciences:

Biological Science:

Writing Sample:

**APPLICATION DATA**

Faculty Rep.:  
 Dual Applicant:  
 Official GRE Recieved: 11/30/2010  
 Official TOEFL  
 Recieved:  
 Official UI App  
 Recieved:

**Neuroscience**

Pres Grad Fellw Nom:  
 Pres Grad Fellw Rec:  
 Dean Grad Fellw Nom:  
 Dean Grad Fellw Rec:  
 Interview Offered: 12/16/2010  
 Interview Accepted: 12/17/2010  
 Interview Sched. For: 01/28/2011  
 Admission Offered:  
 Not Admit:  
 Admission Accepted:  
 Admission Declined: 4/8/2011  
 Withdrew Application:

**LETTERS OF RECOMMENDATION**

10/15/2010 6:21:28 PM

**EDUCATIONAL DATA**

Institution: UNIV OF CALIFORNIA-RIVERSIDE  
 Location: RIVERSIDE CA  
 Transcripts Received: 11/23/2010 12:00:00 AM  
*Transcript printed separately or viewable online*  
 Dates Attended: September 2006 - June 2010  
 (1) Major: Neuroscience  
 (2) Major:  
 Minor:  
 CUM GPA: 3.9  
 Degree Earned/Expected BS June 2010

**Neuroscience****Holmes, James**

Applying for Admission: 2011-2012  
 Applicant ID#: 3325  
 Applying As: New  
 Submitted: 10/14/2010 4:20:24 PM

**RESEARCH EXPERIENCE/INTEREST**

Do you possess formal research experience outside laboratory courses? **Yes**

If yes, provide description including mentor, institution/organization, and dates.

*Uploaded research experience printed separately or viewable online*

Statement of Personal Interest

- What are your reasons for pursuing a PhD?
- What are your career goals?
- What are your reasons for choosing to apply to the University of Iowa?

*Uploaded personal interest printed separately or viewable online*

Please list any scholarship/fellowship, major academic recognitions, honors, memberships, significant professional activities and accomplishments, significant extracurricular activities.

*Uploaded extra-curricular activities printed separately or viewable online*

Please provide any additional information (exceptional accomplishments as a student, obstacles, or special challenges) which you feel would be useful to the Admission Committee in making a decision regarding your application.

*Uploaded additional information printed separately or viewable online*

**APPLICANT SURVEY**

Have you participated in a summer undergraduate research program? **Yes**

<u>Institution</u>	<u>Program</u>	<u>Date (mm/yyyy)</u>
University of California Riverside	Dean's Fellowship	06/2009
		06/2009

Please select if you participated in any of the following UI sponsored program(s):

<input type="checkbox"/> Biochemistry Summer Undergraduate Research Fellowship (BSURF) Program	<input type="checkbox"/> Free Radical & Radiation Biology Summer Program	<input type="checkbox"/> FUTURE in Biomedicine Program	<input type="checkbox"/> Interdisciplinary Summer Undergraduate Research Program
<input type="checkbox"/> Iowa First Nations Summer Program	<input type="checkbox"/> Annual Biomedical Pre-Graduate School Conference	<input type="checkbox"/> Secondary Student Training Program (SSTP)	<input type="checkbox"/> UI SROP/McNair Scholars Program
<input type="checkbox"/> Summer Microbiology Research Experience for Undergraduates (REU) Program	<input type="checkbox"/> Summer Undergraduate MSTP Research (SUMR) Program	<input type="checkbox"/> Other	

Please select if you belong to any of the following program(s):

<input type="checkbox"/> Bridges Program	<input type="checkbox"/> PREP	<input type="checkbox"/> U-Star
<input type="checkbox"/> IMSD	<input type="checkbox"/> RISE	<input type="checkbox"/> Other
<input type="checkbox"/> McNair	<input type="checkbox"/> SCORE	

Briefly indicate how you learned about the graduate opportunities at The University of Iowa and list the sources of information you consulted before you submitted this application.

I was initially introduced to the University of Iowa's graduate opportunities via the gre college search services. From there I explored the program further on it's website.

List University of Iowa faculty members (if any) with whom you have consulted or corresponded regarding admission.

List other graduate or professional schools and programs to which you are applying:

	<u>Institution</u>	<u>Training Program</u>
(1)	Texas A&M	
(2)	Kansas University	
(3)	University of Michigan	
(4)	University of Alabama	

(5) University of Colorado

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**Neuroscience****Holmes, James**

Applying for Admission: 2011-2012  
 Applicant ID#: 3325  
 Applying As: New  
 Submitted: 10/14/2010 4:20:24 PM

**LETTER OF RECOMMENDATION**

*Uploaded letter of recommendation printed separately or viewable online*

Recommender:

Degree:

Rank/Title:

Institution:

Department/Program:

Email:

Phone:

I have known the applicant for a period of:

4 years (or months)

I have known the applicant as:

☒ an undergraduate
     
 ☐ a teaching assistant

☐ a graduate

☐ a research assistant

I served as:

☐ research advisor
     
 ☐ major advisor

☐ teacher in one class

☐ teacher in several classes

The educational level of the representative group with whom the applicant is compared is:

☒ College seniors

☐ First-year graduate students

☐ Intermediate-year graduate students

In comparison with a representative group of students in the same field who have had approximately the same amount of experience and training, how do you rate the applicant in GENERAL ALL AROUND SCIENTIFIC ABILITY?

☐ Below Average

☐ Unusual

☐ Average

☐ Outstanding

☐ Somewhat Above Average
     
 ☒ Truly Exceptional

☐ Good

☐ Inadequate Opportunity to Observe

In the space below, please provide your letter of recommendation which will assist in providing the Biosciences Admissions Committee a picture of the applicant's abilities and commitment to an appropriate career.



To prepare myself for graduate study at the University of Iowa, I sought involvement in a general array of academic research. My first summer internship, at the Salk Institute of Biological Studies, was done while I was still in high school. Working in [REDACTED]

[REDACTED] I had little experience in computer programming and the work was challenging to say the least. Nonetheless, I taught myself how to program in Flash and then constructed a cross-temporal calibration model. The purpose of this model was to show an illusion between cause and effect relationships. In this illusion, the mind is actually tricked into believing an action precedes the event that caused it. Completing the project and presenting my model at the end of the internship was exhilarating and I believe graduate study at the University of Iowa will provide commensurate opportunities for a satisfying neuroscience research experience.

Another laboratory I worked in was within the department of chemistry at the University of California, Riverside. Having previously been exposed to a computational approach, I wanted to explore the facets of chemical analysis. Beginning by making buffer solutions, I soon advanced into more complicated techniques. These included performing high performance liquid chromatography, mass spectrometry and ultra violet spectroscopy on a modified twelve mer dna sequence. With the end product we bombarded the dna with ultra violet rays to observe cancerous effects. Although I don't plan on curing cancer in graduate school I believe this research experience is worthwhile and relevant to my goals of contributing to neuroscience. Only with a multidisciplinary perspective to the specialized field of neuroscience can we hope to fully understand the brain.

The most recent laboratory I worked in was the Flight Lab in the department of cellular biology and neuroscience. Working in this lab enabled me to distinguish structural and quantitative differences in neural systems at a lower level of functional analysis. I dissected various flight muscles of Passeriformes and then stained their motor end plates. With these stained muscles, I compared their arrangements to the stained muscles of hummingbirds, which have a unique motor end plate pattern. In the future my goal is to analyze and study higher neural functional levels of analysis such as learning and memory.

Rational people act based on incentives for self-fulfillment, including fulfilling needs of self-development and needs of feeling useful and helpful to others. I look forward to fulfilling my quest to advance my knowledge and I plan to use my critical thinking skills by studying the subject I am passionate about, neuroscience.

I desire to attend graduate study at the University of Iowa, a leader and innovator in scientific research, because the university will provide opportunities to pursue my foremost passions, the science of learning, cognition and memory. I have always been fascinated by the complexities of a long lost thought seemingly arising out of nowhere into a stream of awareness. These fascinations likely stemmed from my interest in puzzles and paradoxes as an adolescent and continued through my curiosity in academic research.

Making new discoveries in neuroscience is intrinsically rewarding in its own right. I have an unquenchable curiosity, a strong desire to know and explore the unknown, and a need to persist against the odds. Graduate study at the University of Iowa will provide a focus for me to perform and achieve through neuroscience research.

Researching learning and memory interests me because these are the very cognitive processes which enable us to acquire information and retain it. They are at the core of what distinguishes us as people. Due to the seemingly infinite vastness of indefinite knowledge we must be selective in our pursuits of knowledge. This is why I have chosen to study the primary source of all things, our own minds.

Ultimately, I aspire to become a cognitive neuroscientist. I intend to continue performing research after graduate school in either academic or public sectors. My life-long goal is to increase the efficiency of how human beings learn and remember.

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## James Holmes

Aspiring Scientist  
james.holmes@email.ucr.edu  
Home (858) 449-7348

### Home Address

James Holmes  
13310 Sparren Ave  
San Diego, CA 92129

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## OBJECTIVE

To obtain a position as a neuroscience graduate student

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## EDUCATION

- 2006 - 2010, University of California, Riverside
- Graduated with B.S. in Neuroscience
- Dean's Fellow
- Regent's Scholar
- Phi Beta Kappa Society

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## SKILLS

- Dissection, buffer preparation and staining
- Fluorescence microscopy, dissection microscopy, cell counts
- Proficient using computer software including Microsoft Office
- Adaptable to work environment; problem solver

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## RELATED EXPERIENCE

**UCR, Department of Cellular Biology & Neuroscience** Riverside, CA 92521      December 2007 - September 2009  
*Laboratory Assistant*

- Digitization of mice with mitochondrial rich muscle
- Fluorescence microscopy of neuronal mapping of the Zebra Finch
- Dissection, staining and photography of hummingbird and Passeriforme flight muscles
- Comparison of motor end plate stains of flight muscles

**Camp Max Straus** 6505 Wilshire Boulevard, Suite 600      June 2008 - August 2008  
*Camp Counselor*

- Provided leadership and guidance to underprivileged children.
- Took an active stance as a positive role model.
- Assisted children in achieving their potential.
- Facilitated excellence in mentoring.

**UCR, Department of Chemistry** Riverside, CA 92521      December 2006 - June 2007  
*Laboratory Assistant*

- Analyzed mass spectrometry and HPLC data, graphs and principles
- Performed redox titrations, chromatography, ultra violet spectroscopy, etc.

**Salk Institute for Biological Studies** La Jolla, CA 92037      June 2006 - August 2006  
*Student Intern*

- Designed a computer program to illustrate temporal perceptions of causality
- Executed procedures (pipeting, gel electrophoresis, conceptual modeling, etc.)
- Programmed a flicker fusion utility, which notes differences in contrast between monitors.

Behind the cluster of houses, rows upon rows of strawberries grew in the Salinas valley. As a child I passed these strawberry fields everyday on my way to school into the town of Castroville, "The Artichoke Center of The World". At school everyone wore a mandatory uniform consisting of navy blue jeans for the boys and a navy blue skirt for the girls, while everyone donned a white shirt. I didn't know at the time why uniforms were necessary but later I discovered the uniforms were issued to curb gang rivalry. Looking back, my life could have gone in a completely different direction had I not possessed the foresight to choose the path of knowledge. I chose to appreciate an education, cultivating my mind. Since then I have strived to find new and better ways to learn, to improve. This is why I aim to attend graduate school and why my primary aim is to explore learning and memory.

In the field of cognitive neuroscience, researchers come from many different backgrounds and bring part of who they are to their investigations. I too will bring my past, specifically my strong moral upbringing. In addition, I will also exemplify my resolution and clairvoyance in problem solving. These abilities and more are typified in a summer job I performed as a camp counselor for underprivileged children.

Assuming a leadership role was something I was previously unaccustomed to but I took on the task with fervor. For the next week, twelve boys ages ten to eleven would look up to me for guidance and direction in Cheyenne cabin. Following them, nine more weeks with nine more groups. Every day there were activities for the kids but one of the activities "create your own," tended to turn into chaos. At first I chose to let the kids decide what they wanted to do and put it to a vote. Democracy right? Bad idea. Some wanted to go the game room, others wanted to rest, some wanted to go to the field but there was no way to manage everyone if they split up. The outcome resulted in twelve kids arguing with each other, name calling and pushing. To resolve these types of incidents from occurring again I changed my strategy. "Create your own" became game room on Monday, sports on Tuesday, drawing on Wednesday... and if the kids were really good I devised something special for them like lizard catching. In the middle of that week when the campers were writing letters to home about their camp experience, one of the little guys asked me how to spell *amazing*.

When it was time for each cabin to go home there were always kids telling me they wanted the same cabin next summer and if I would be back again to be their cabin counselor. At those moments I felt a sense of unparalleled accomplishment.

Other times I felt that I could be doing more. On average, two of the kids per cabin were clinically diagnosed with ADHD. One of the weeks, I mentored a kid with Schizophrenia. At 3:30 a.m. he woke up and vacuumed the ceiling of our cabin. These kids were heavily medicated but this did not solve their problems, only create new ones. The medication changed them from highly energetic creative kids to lax beings who slept through the activities. I wanted to help them but couldn't. This is where neuroscience research becomes invaluable.

With a neuroscience doctorate there is even more to accomplish. Those most in need of an education including children and people with cognitive disabilities, can benefit from the results of research into the workings of learning, memory and brain-behavior relations. Indeed all aspects of society have the potential to gain from advancements in our understanding of learning and memory because we are all connected. We all share one brain, the human brain.